**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2** | | | **Date(s)**: |
| **Unit Title:**  Unit 1 Understanding Place Value (hundreds, tens, ones) | | | | **Corresponding Unit Task: 2 (day 1)** | | |
| **Essential Question(s):** How do I compose numbers up to 1000? How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **anchor chart hanging with number words,**  **numbers in a hat,**  **matching cards from k-5mathresources.com,**  **kids birthdates on hand,**  **sticky notes for ticket, out the door** | | **Student:**  **iPads**  **pencil**  **paper** | | | **Number form**  **Name form** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1 and 2.NBT.3** | | | | | |
| **I Can Statement(s): I can read numbers to 1000 in number form and name form?** | | | | | |
| **Activating Strategy/Hook:** Teacher writes her birthday on the board in number form. Have students tell their seat partner which day of the month they were born. Share. | | | | | |
| **Teacher Directed:** (I) Teacher will write birthday and call on students to name the number. Teacher will then write the number in number form using a number/name chart hanging in the room. Teacher will model several student birthdays. | | | | | |
| **Guided Practice: (We/Few)**  [**http://www.k-5mathteachingresources.com/support-files/numberwordconcentration.pdf**](http://www.k-5mathteachingresources.com/support-files/numberwordconcentration.pdf)  Using the matching cards on the link above cut cards apart. Follow directions having students match number to words. | | | | | |
| **Independent Practice: (you)**  Give students name form and have students write the number in number form. Students need to be able to name the number. | | | | | |
| **Closing/Summarizing Strategy:** Give students a sticky note, have them choose a number out of hat and say it then write it in word form. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| have students write numbers in the hundreds and thousands in name form | | | <http://www.primarygames.com/math/fishycount/index.htm> | | | Number words hanging in room  Discuss number form |
| **Assessment(s): Turn and talk: Give the students a number on the board. Have them turn to their partner and tell them what the number is and have them both write the number in name form on their ipads.** | | | | | | |
| **Teacher Reflection:** (Next steps?)  Children will be able to start writing numbers in number form and name form. They will also be able to create numbers using place value blocks. | | | | | | |

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| **Teacher:** | | | **Grade: 2** | | | **Date(s)**: |
| **Unit Title:**  Unit 1 Understanding Place Value (hundreds, tens, ones) | | | | **Corresponding Unit Task: 2 (Day 2)** | | |
| **Essential Question(s): How do I compose numbers up to 1000? How do you know the value of a number?**  **How do patterns help me skip count?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **-A picture of shoes with a price tag and a picture of a video game with a price tag.**  **-Place value cards (attached)** | | **Student:**  **Base-ten blocks**  **ipads**  **paper**  **pencil**  **place value cards**  **Math notebooks** | | | **Base-ten blocks**  **Number form**  **Name form** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: Day 2 : 2.NBT.1, 2.NBT.3** | | | | | |
| **I Can Statement(s):** I can represent numbers with base-ten blocks. I can write in number form and name form. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) Use the Cookie Dough game in this website to engage the children. You can start with numbers 1-10 or 1-100. In this game, the children will have to identify the number given and write it in name form. <http://www.funbrain.com/numwords/index.html> | | | | | |
| **Teacher Directed:** (I)Teacher will have a picture of a pair of shoes with a price tag. Teacher will represent the price with base-ten blocks. Teacher will have a picture of a video game with a price tag. Teacher will represent the price with base-ten blocks. | | | | | |
| **Guided Practice:** (We/Few) The teacher will pull out a card (find cards in the attached link) and the students will write on their ipads the number in number form and name form. <https://docs.google.com/file/d/0B5oX5z2_NaJPODZkNTlkYTItNGE2YS00NmM1LTk3MjEtYWJlYjM5ZDNhZDhi/edit?hl=en_US&pli=1> | | | | | |
| **Independent Practice:** The teacher will put the same two pictures from earlier of the shoes and the video game on the board. The children will now represent the prices in name form and number form. After the children have completed this task, they will pick their favorite item out of the two and represent it with base-ten blocks. | | | | | |
| **Closing/Summarizing Strategy**: In the children’s math notebooks, have them create a three-column chart. Have the students label the chart number form, number name, and base-ten blocks. Give them a number verbally. Have the students represent this number in all three columns of their charts. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Have students go back to the Cookie Dough game. If they are ready, they can write the numbers on the checks in name form up to 1000. | | | Have children build numbers with base-ten blocks. | | | Have a number/name chart for the class to see. |
| **Assessment(s):** Have students match base-ten blocks to number and name form. | | | | | | |
| **Teacher Reflection:** (Next steps?)  Students will continue to represent numbers in number and name form and with base-ten blocks. | | | | | | |

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| **Teacher:** | | | **Grade: 2** | | | **Date(s)**: |
| **Unit Title:**  Unit 1 Understanding Place Value (hundreds, tens, ones) | | | | **Corresponding Unit Task: 2 (day 3)** | | |
| **Essential Question(s):** How do I compose numbers up to 1000? How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teaccher:**  **Bookmark link for “Critter Junction” place value game.**  **upload a place value chart to WebDav for student access** | | **Student:**  **place value chart (iPad)**  **base 10 blocks** | | | **digit**  **place value**  **Number form**  **Name form** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1, 2.NBT.3** | | | | | |
| **I Can Statement(s): I can represent numbers with base-ten blocks. I can write in number form and name form.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Go to “Critter Junction” on the website liked here.  Students will see that numbers can have more one digit. Each digit has a different value. The interactive demonstration reviews how to build numbers using base 10 blocks.  <http://www.mhschool.com/math/2009/ca/student/grade2/chapter_10.html> | | | | | |
| **Teacher Directed: (I)** Teacher will project a place value chart using the Epson projector or document camera. Model how to make various amounts using place value blocks. For each number model writing the number in both number and name form. | | | | | |
| **Guided Practice:** (**WE/FEW)**  Upload a place value chart on WebDav then students will open it on their iPad. As you go through the game linked below, the students will write the digits in the correct place on their chart. The teacher will also guide the students in building the number using base 10 blocks. On the board the teacher will write each number name.<http://www.wmnet.org.uk/wmnet/custom/files_uploaded/uploaded_resources/853/PlaceValueChartv4.swf> | | | | | |
| **Independent Practice:( You)** Finally give students the following numbers to represent using base 10 blocks and number name. Students will upload their work to WebDav as their ticket out the door.   1. 999 2. 601 3. 332 | | | | | |
| **Closing/Summarizing Strategy:**  Check a, b, and c together. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Tape 10 place blank hundreds charts together in a long strip. Have students use dry erase markers to write the numbers to 1000. Have students discuss patterns they see in how the numbers change from one hundred to the next hundred. | | | While students who understand are working on the extension activity, pull a small group to work with base 10 blocks using the game from WE/FEW. | | | pre-teach vocabulary and add word cards to the math word wall. |
| **Assessment(s):**  Distribute number tiles and haves students create the following numbers:   1. a seven in the hundreds place 2. a zero in the ones place 3. a four in the hundreds place and a 2 in the ones place | | | | | | |
| **Teacher Reflection:** (Next steps?)  Next students will practice naming the value of each place (hundreds, tens, and ones). | | | | | | |

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title:**  Unit 1 Understanding Place Value (hundreds, tens, ones) | | | | **Corresponding Unit Task:** 2 (day 4) | | |
| **Essential Question(s):**  How do I compose numbers up to 1000? How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **copy of Base 10 Riddles (attached)**  **Poster paper with 0-9 numbers on them.** | | **Student:**  **base 10 blocks**  **iPads** | | | **place value**  **digit**  **tens**  **ones**  **hundreds**  **thousand** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** 2.NBT.1, 2.NBT.3 | | | | | |
| **I Can Statement(s):** I can identify each place value name and its value. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Call out the Base 10 Riddles attached below. Teacher will do as many as time permits. (see intervention) | | | | | |
| **Teacher Directed: (I)** Use the projector to show the following statement: What digit it in the hundreds place?  Show students how you use the place value chart to count from the left and underline the hundreds digit.  Model several examples. | | | | | |
| **Guided Practice: (We/Few)**  Call on three students to come to the front. Each student will hold up a digit card written on poster paper.  Table groups will decide which digit is in each place (ones, tens, hundreds).  Discuss the value of each digit based on its place value position. | | | | | |
| **Independent Practice: (You)**  Project the FunBrain Activity below. Students will write the correct answer on their iPads. When all are finished ask students to hold up their answers.  [**http://www.funbrain.com/cgi-bin/tens.cgi?A1=c&A2=0&A3=2&A4=2&A5=6767.00000000&A6=1&A7=1&A8=[0][0][0][0][0][0][1][0][0][1**](http://www.funbrain.com/cgi-bin/tens.cgi?A1=c&A2=0&A3=2&A4=2&A5=6767.00000000&A6=1&A7=1&A8=%5b0%5d%5b0%5d%5b0%5d%5b0%5d%5b0%5d%5b0%5d%5b1%5d%5b0%5d%5b0%5d%5b1)**]** | | | | | |
| **Closing/Summarizing Strategy:**  Turn and talk: Have students describe to their seat partner how to find the hundreds place (possible answer: It is the third digit from the left) | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| The students will create a number and give clues (ex. I have 3 hundreds and 4 ones) | | | Students who cannot name the numbers will use base 10 blocks throughout the lesson. | | | Review and pre-teach vocabulary before and during today’s lesson |
| **Assessment(s):**  Teacher will make notes during independent practice on which students need intervention. | | | | | | |
| **Teacher Reflection:** (Next steps?)  Tomorrow’s lesson will focus on naming the value of each place in addition to identifying the place value name. | | | | | | |





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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title:**  Unit 1 Understanding Place Value (hundreds, tens, ones) | | | | **Corresponding Unit Task:** 2 (day 5) | | |
| **Essential Question(s):** How do I compose numbers up to 1000? How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **place value riddles**  **Teacher will follow the link in Modeled and print “trash can sheet”for student pairs** | | **Student:**  **iPads**  **dice** | | | **place value**  **digit**  **tens**  **ones**  **hundreds**  **thousand** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** 2.NBT.1, 2.NBT.3 | | | | | |
| **I Can Statement(s):** I can identify each place value name and its value. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) Engage students in a math word wall race. Give the students the following clues  -An example of this math word is ones, tens, hundreds, and thousands.  -Many of these can make up a number.  -(Hold up a tens rod) Ask students: what value is this?  -This is the smallest place value.  -(Hold up a hundreds flat) Ask students: What value is this?  Students will be in two lines with fly swatters. Once they know the answer to the question, they will run up to the word wall and slap the correct word. | | | | | |
| **Teacher Directed:** Model how to play the game “101 and Out” and think aloud how you use understanding of place value to make the largest number. (there is a short video of a teacher playing the game with her students. Watch first) <https://www.teachingchannel.org/videos/second-grade-math-lesson> | | | | | |
| **Guided Practice:** Distribute “Trash Can Sheet”, dice, and student pairs will play the game. | | | | | |
| **Independent Practice:** Give students 3 digits and have them make the largest number. Students will upload their answers through WebDav. | | | | | |
| **Closing/Summarizing Strategy:** Check answer and discuss strategies for making the largest number. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Complete the riddles that we not done the day before. Have the students write their answers to the riddles on their ipads. | | | [http://www.funbrain.com/cgi-bin/tens.cgi?A1=c&A2=0&A3=2&A4=2&A5=6767.00000000&A6=1&A7=1&A8=[0][0][0][0][0][0][1][0][0][1](http://www.funbrain.com/cgi-bin/tens.cgi?A1=c&A2=0&A3=2&A4=2&A5=6767.00000000&A6=1&A7=1&A8=%5b0%5d%5b0%5d%5b0%5d%5b0%5d%5b0%5d%5b0%5d%5b1%5d%5b0%5d%5b0%5d%5b1)] | | | Before the word wall race, review vocabulary. |
| **Assessment(s):**  Students responses during independent practice will serve as the assessment. | | | | | | |
| **Teacher Reflection:** (Next steps?)  Students will complete an assessment. | | | | | | |

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title:**  Unit 1 Understanding Place Value (hundreds, tens, ones) | | | | **Corresponding Unit Task: 2 (Day 6-?)** | | |
| **Essential Question(s):** How do I compose numbers up to 1000? How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Inventory Investigation Part 2** | | **Student:**  **Inventory Investigation Part 2** | | | **Ones**  **Tens**  **Hundreds**  **Thousands**  **Place Value, Digit**  **Number Word, Number Name**  **Standard Form** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** 2.NBT.1, 2.NBT.3 | | | | | |
| **I Can Statement(s):** I can represent numbers in standard and word form, and using place value blocks. I can name the value of each digit in a number. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  N/A | | | | | |
| **Teacher Directed:**  Explain the directions to the Inventory Investigation Part 2. | | | | | |
| **Guided Practice:**  N/A | | | | | |
| **Independent Practice:**  Performance Task 2 | | | | | |
| **Closing/Summarizing Strategy:**  Go over the answers with the students after collecting the performance task. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| N/A | | | After going over the answers, you can find out if children need extra help. Set up time or stations to work with these children. | | | N/A |
| **Assessment(s):** Investigation Inventory 2 | | | | | | |
| **Teacher Reflection:** (Next steps?)  Re-teach misconceptions and move on to task 3. | | | | | | |